

Common Core Lesson Plan: Self-Portraits

Course	Visual Composition 8 th Grade
Unit1	Self-Portraits
Objective	Let's "Read" Works of Art Like a Detective
Essential Questions <ul style="list-style-type: none"> What is the genre of painting called that shows a portrait of you created by yourself? 	Lesson Plan Introduction: <ul style="list-style-type: none"> Compare two self-portraits [i.e. Self-Portrait (The Desperate Man) (1843-44) by the French painter Gustave Courbet with Self-Portrait With Dark Coat (1994) by the Icelandic painter Louisa Matthiaddottir] Guided Practice: <ul style="list-style-type: none"> Ask students to examine the paintings closely, taking each in as a whole. Do not provide students with any information about the works yet. <p>Ask questions such as:</p> <ul style="list-style-type: none"> What genre of painting is this? (R.5) Which painting do you think was painted first? Do these self-portraits strike you as having a lot or a little in common? (R.1,3,5 and/or 7) What adjectives or metaphors would you use to describe the appearance of each artist? (R.3 and 4) Now let's survey the elements of each work to better understand the decisions each artist made in order to achieve the effect they did. What color palette did each use? (R.1) How did each artist position him or herself with respect to the viewer? (R3, 5, and 6) To what extent did each artist choose to make his or her face a focus in the self-portrait? (R.1, 2, 3, and 5) How did the artists use their arms and hands as elements in their portraits? (R.1) How did the artists use their clothes? (R.1) What did you see in the environment around each subject? (R.1) Consider that these portraits were painted more than 150 years apart by painters of the opposite sex and living in different countries – France and Iceland. What does your survey of the elements in each work tell you about the kind of techniques painters use and the kind of decisions painters make about how to use those techniques? (R.4, 5, 6) Read the title each artist gave to their portrait.
Vocabulary portrait, self-portrait, elements of art, color, space, center of interest	
Projects/Assessments This lesson would be a Common Core based exercise as a preliminary activity before beginning a self-portrait project Vocabulary assessment Elements of art vocabulary	

	<p>What do the titles suggest about the extent to which each artist considered this work to be an accurate depiction of their state of mind?</p> <p>Independent Practice:</p> <ul style="list-style-type: none"> • Are you convinced of Courbet’s desperation? And of Matthiasdottir’s stoicism? Why or why not? (W.1) (Writing assignment) • Do you think Courbet and Matthiasdottir were trying to paint themselves and their state of mind accurately? Or were they using themselves as a “canvas” to paint characters? (W.1) • Would you say a self-portrait is more like a memoir or a poem? Why or why not? Cite evidence from the works to support your opinion. (W.1) • Why might painters paint themselves? Is it always to capture how they looked and felt? (W.1) <p>Closure/Review:</p> <ul style="list-style-type: none"> • Review paintings and questions with students
<p>Imbedded Reading (reading activities already in this lesson)</p> <ul style="list-style-type: none"> • Portraits and self-portraits PowerPoint • Vocabulary sheet with definitions and vocabulary note questions 	<p>Common Core Alignment</p> <p>R1 R3 R4 R5 R6 R7</p> <p>W.1</p> <p>M</p>
<p>Imbedded Writing (writing activities already in this lesson)</p> <ul style="list-style-type: none"> • Writing assignments during independent practice • Vocabulary questions 	
<p>Imbedded Math (math activities already in this lesson)</p> <ul style="list-style-type: none"> • 	